Annual School Standards and Achievement Report 2021-2022

☐ **For decision**   ☒ **For discussion**   ☒ **For information**

SUMMARY

This is the draft annual report on school standard and achievement for academic year 2021-2022. The purpose of this report is to set out how BFfC on behalf of RBC meet Reading Borough Council's duties regarding education and school standards and support RBC strategic priorities and policies. It uses verified examination data and so relates to the previous academic year. The intention is to present this report on an annual basis to ACE Committee. The report will be presented to RBC ACE Committee in July 2023.

OWNER
Brian Grady, Director of Education

VERSION
V2

DATE
01 June 2023

Summary

- This report outlines the standards achieved in Reading at the end of each Key Stage at the end of the academic year 2021-22. The report outlines the trends observed and the impact of school leaders on raising standards

- This is the first period for three years where attainment data has been published and it paints a picture of concern – with children clearly impacted from the loss of schooling during the period of the pandemic. Though this is a national issue, Reading seems to have performed more poorly in headline measures at KS1 and KS2.

- With the majority of schools judged good or outstanding and in findings from school effectiveness assurance activities, there is evidence that schools are implementing research informed approaches to improve standards, however, this is not closing gaps with national performance quickly enough.

- Data this year suggests a need to increase challenge to schools with outcomes just below or at national averages as well as developing longer term options to build school leadership capacity

- The report outlines groups where there is evidence of underperformance and how the school effectiveness strategy has been constructed to support schools to address areas of systematic weakness

- Trend data in this period reflects the national picture following the pandemic and should be read with that context in mind

- The report also outlines the Ofsted ratings of schools in the authority as of Summer term 2022. Within the Education Inspection Framework schools are judged with more focus on the quality of education provided than on attainment headlines. This allows inclusive schools with high SEND populations to be recognised for the effective work they do.

- This report supports the work of the recently established local school effectiveness board in helping them identify priorities for system led improvement

- The report shapes the school effectiveness strategy in supporting the identification of evidence-based approaches that will best support specific areas of concern identified in the data

School effectiveness Roles and Responsibilities

- School governing boards and their executive leaders are ultimately accountable for the standards and achievement in their schools as outlined by The Department for Education. The roles and responsibilities of BFfC on behalf of the local authority are:

  ✓ To act as the champion for all children and young people in the borough but especially those who are: Looked after by the local authority, have additional educational needs, are from a minority group that experiences institutional and societal discrimination, have a social worker, are a survivor of trauma and or have physical or mental health needs

- ✓ Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress
- ✓ be responsible for maintaining an overview of the effectiveness of all schools including academies, free schools, local colleges, registered early years settings and registered training providers.
- ✓ To identify schools causing concern and to rapidly intervene where a school is at risk of decline or failing standards, working closely with the DfE Regional Director, diocese and other local partners to ensure schools receive the support they need to improve.
- ✓ Encourage good and outstanding maintained schools to: take responsibility for their own improvement; support other schools; enable other schools to access the support they need to improve.
- ✓ Exercise relevant powers to intervene in locally maintained schools causing concern (Schools Causing Concern 2022) and to work with the Regional Director where there are concerns about school effectiveness in academy schools and settings

School effectiveness activity 2022-2023

- The Strategic Framework for School Effectiveness sets out how BFFC discharges its duties, primarily through the School Effectiveness Service. Work to influence the local system is based on long-term projects that support schools to effectively implement research-based approaches in their schools; to ensure that every school has in place strategies that will make the most difference according to research in improving equity, inclusion and outcomes for the bottom 20% of attainers.

- The framework recognises that school leaders have the expertise and experience to support school improvement, and that collaborative school-led partnerships are a key feature of local education provision with improvement being driven by local schools. Where the local authority needs to intervene in schools to bring about rapid improvement it commissions and brokers school-to-school support wherever this is possible, because of the pandemic local capacity has been significantly impacted. National systems to establish teaching school and subject networks have faltered due to changing government priorities and the Thames Valley is poorly served by the teaching school network. This is an area for consideration in our work with schools this year.

- Targeted support and school effectiveness projects are provided to support improvement in outcomes identified by data and through School Effectiveness activities across the academic year

- Collaboration with the local Maths (Mobius Maths Hub, National Centre for Excellence in the Teaching of Mathematics (NCETM)) and English Primary Hubs (Whiteknights Primary, Wokingham) supporting the BFfC Advisory team in supporting school improvement in Phonics, Reading, Maths and Writing

- BFfC have commissioned consultant support for SEND and have brokered school to school support where schools have children with EHCPS who require an individual curriculum. To date this has been provided for 10 primary schools. Recently this secured a "good" judgement in a school at risk of RI

- Secondments and school to school support was provided for a Primary School causing concern to secure improvements identified by School Effectiveness leads. This was successful

in achieving progress and in one school was instrumental in avoiding an inadequate judgement at Ofsted.

- The Education team at BFfC have been commissioned to support standards improvements in 4 academies since September. In one case this directly supported them in the achievement of a "good" Ofsted Judgement

- Targeted projects are based on analysis of long-term outcomes and are evidence-based. Take up data including the current academic year is summarised below:

Table 1: the engagement of Reading schools in targeted projects

Therapeutic thinking lead	AET good autism practice	Tom Sherrington instructional coaching	Oracy School 21	Anti Racist training	Nuffield early literacy (NELI)	Reading project	Writing project	Move More champions
Total number of schools involved	14	25	10	17	18	4	6	13
% of schools involved	23	42	17	28	30	7	10	22

- Take-up of projects in this academic year is identified as an issue, particularly in schools where standards risks have been identified. Weaker engagement has in part been impacted by the pandemic but is also effected by capacity issues in leadership teams, elevated staff absence and recruitment issues.

The local System

Table 2: the numbers of schools by type in each education phase and sector 2021-22

School Type	Nursery	Primary	Alternative Provision Academy	Secondary	Special	Total
Academy Converter		2		3	1	6
Multi-Academy trust		11	1	6	2	20
Community School	5	22			1	28
Voluntary Aided School		5		1		6
Total	5	40	1	10	4	60

- Reading has a wide range of schools including selective Secondary grammar schools. School Effectiveness activities are focused on Locally maintained schools where BFfC has statutory duties, powers, and direct influence

- School Effectiveness - commissioned projects aim to influence the whole system and are open to all Reading schools and settings.

- Academy settings can purchase school improvement support through the School

Effectiveness SLA

- Intelligence about all schools is collected as part of the School Effectiveness Framework. Monthly multi-agency, school effectiveness meetings, identify risks to schools and for pupils and identify mitigation and escalation actions. This has enabled officers to make well-evidenced enquiries and take timely action to support children, families, and schools

Identifying priorities for improvement across the local system

- School Effectiveness activities and projects to influence the system and support school improvement are based on the identification of priorities for system improvement.

- Priorities for improvement are identified both at the individual school level and across the local education system through:

  ✓ analysis of performance and financial data
  ✓ intelligence from assurance visits to school across the academic year
  ✓ Ofsted Education Inspection Framework, Ofsted Outcomes, and report findings
  ✓ School self-evaluation
  ✓ consultation with partners and stakeholders
  ✓ Education research
  ✓ National policy changes

- A Local Education Partnership Board has been established, with representation from all phases of school leadership and governance and chaired by the Director of Education, with an inaugural meeting being convened in March 2023, to ensure that schools from across the governance spectrum work in partnership to develop a school led system for school improvement.

- Within the new Ofsted framework, the following school profiles are increasingly vulnerable to underperformance in both outcomes and Ofsted judgement

Table 3: The numbers of schools where school effectiveness is at risk due to external risk factors identified by the School Effectiveness Team

NB. schools can be in more than one category

Risk Factors- School Effectiveness	Nursery	Primary	Secondary	Special/AP
Small schools	1	4	1	2
Schools with falling rolls	2	3	0	0
Schools with high cohort complexity, particularly where this includes significant numbers of EHCPS and High Mobility	2	10	3	5
Stand-alone converter academies	0	1	0	1
Schools with deficit budgets (Maintained only)	4	8	0	0

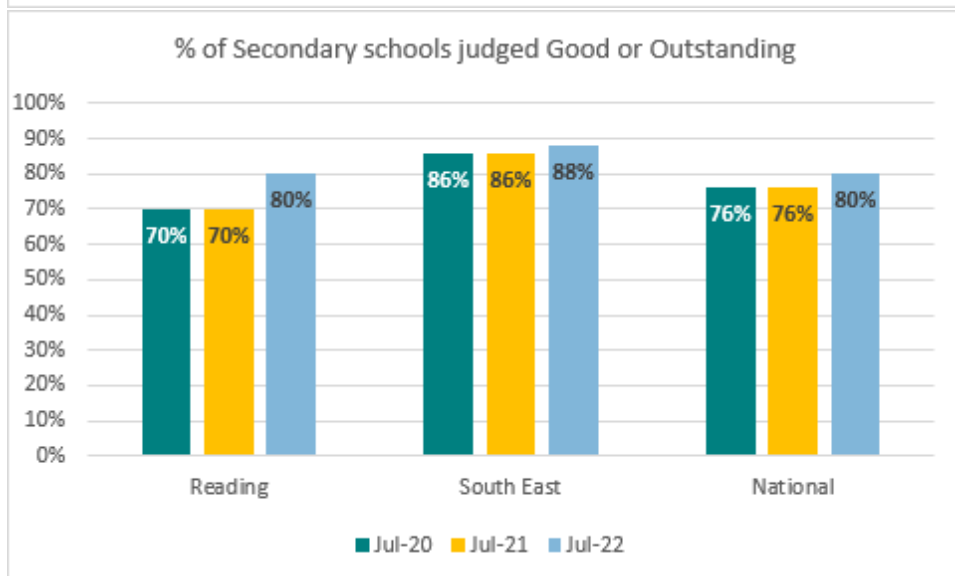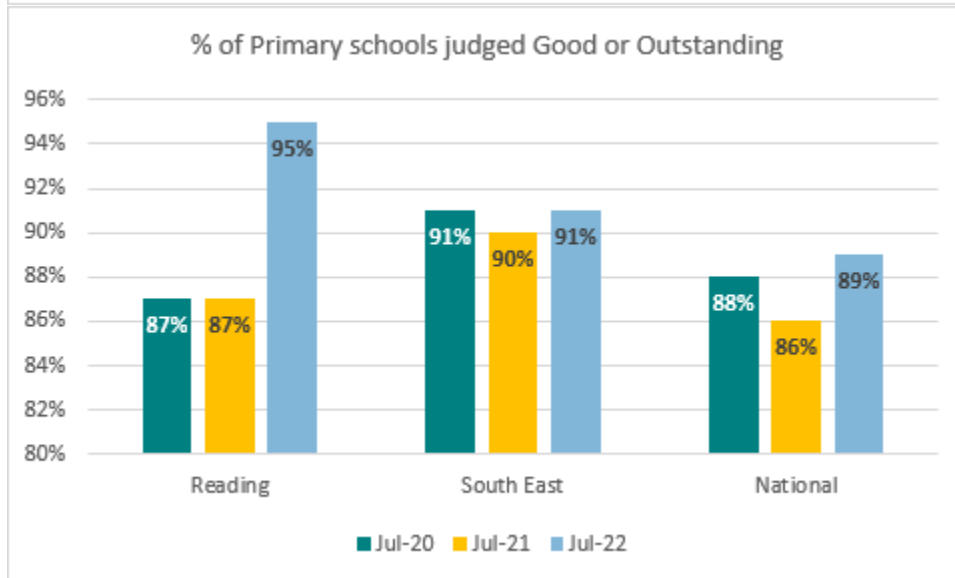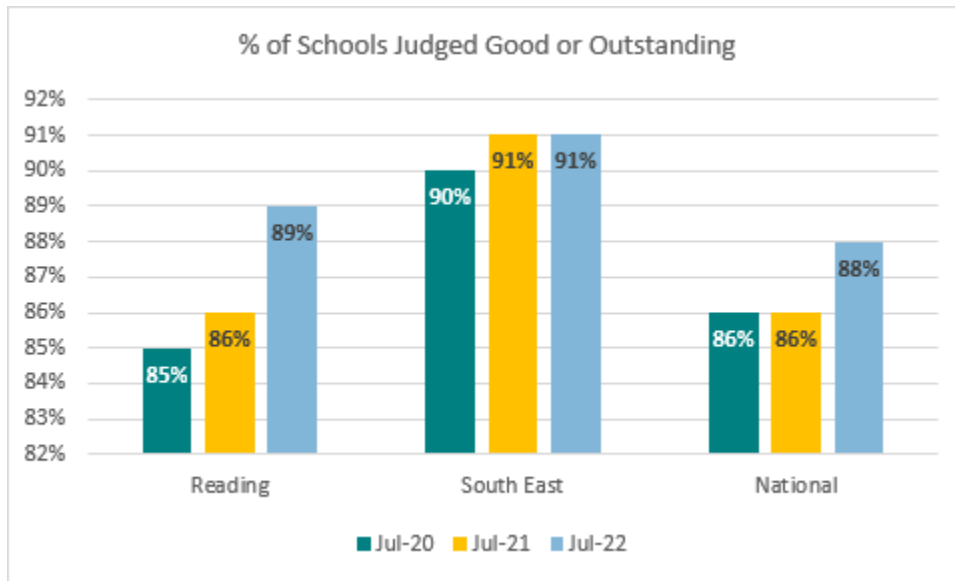|				
Pending inspection 2021- 22 first year return to full inspection post pandemic	3	24	6	2
Schools with recruitment and retention difficulties	Heads across all sectors have identified in assurance meetings, significant difficulties recruiting and retaining quality staff. RBC HR report that few positions are unfilled in schools with an SLA			
Total schools with a risk factor identified by phase/type	4	24	6	5

- This table identifies that 41 out of Reading's 60 Schools have at least one risk factor identified in 2022-2023. The severity of risk varies from school to school and is identified through school effectiveness framework activities. Schools with significant risks are identified as causing concern.

- Data highlights the necessity of building stronger school to support networks but also the challenges of doing so, as many schools wrestle with increased demand in terms of their accountability alongside reduced capacity to improve.

- As a result of this data and work with Headteacher associations, conversations regarding school-to- school support arrangements have begun with a view to exploring cluster arrangements and options for more formal collaborations such as federations. A priority is to establish a stronger school-led system of support and challenge and there is evidence in outcomes data, Ofsted reports and effectiveness visits that federated schools benefit from economies of scale while retaining local connections

The quality of education provided in Reading Schools- Children attending Ofsted good and better schools

- The proportion of schools judged good or outstanding by Ofsted at their most recent inspection is one measure of the overall effectiveness of Reading schools.

- The Education Inspection Framework (EIF) was significantly revised in September 2019. This more challenging framework gives most of its weighting in determining a school's overall effectiveness to 'The quality of education' which is a new judgement focused on the substance of curriculum intent, implementation, and impact. Good schools and outstanding special and nursery schools are inspected within a five-year cycle, normally in the fourth year

Graphs showing the three-year trend in the % of Reading schools judged Good or Outstanding, overall and by phase, against local and national benchmarks until the end of academic year 21-22

% of Schools Judged Good or Outstanding

	Reading	South East	National
Jul-20	85%	90%	86%
Jul-21	86%	91%	86%
Jul-22	89%	91%	88%

% of Primary schools judged Good or Outstanding

	Reading	South East	National
Jul-20	87%	91%	88%
Jul-21	87%	90%	86%
Jul-22	95%	91%	89%

% of Secondary schools judged Good or Outstanding

	Reading	South East	National
Jul-20	70%	86%	76%
Jul-21	70%	86%	76%
Jul-22	80%	88%	80%

- School Ofsted judgement outcomes as of December 2022, were above national and regional performance and that of our statistical neighbours. The work of the School Effectiveness Team over the last three years has had most impact in the primary phase. Most children in Reading go to school judged as providing a quality education by Ofsted.

- Ofsted judgement outcomes in Secondary Schools are in line with national averages. Most secondary schools are academies where the School Effectiveness Team have limited influence and no powers of intervention. Recent inspections in academy secondary schools have shown an improving picture.

- At the end of Summer term 2022 100% of Locally maintained schools were judged "good" or better by Ofsted. Locally maintained schools inspected under the new framework in the year 2021-22, achieved good judgements and two maintained Nursery schools achieved Outstanding judgements. The impact of School Effectiveness work was identified in verbal feedback. School Effectiveness projects such as therapeutic thinking and Instructional coaching were mentioned as strengths in both verbal and some written reports

- The School Effectiveness SLA was purchased by 4 Academy Primary Schools in the Academic Year 2021-22. The 3 schools due for inspection received positive inspections and graded judgements in their inspection as a direct result of the commissioned work undertaken by the BFfC school effectiveness team

- As outlined in Ofsted's Annual report and reflected locally, schools are currently facing significant challenges, and this may impact inspection outcomes going forward. As of February 2023, there were 35 Reading schools in an Ofsted window for inspection across all sectors and governance types

  Table 4: the numbers of schools by type and sector in an Ofsted Inspection window in academic year 2022-2023

Number of Reading Schools in an inspection window in 2022-2023							
Nursery		Primary		Secondary		Special /AP	
Locally Maintained	Academy	Locally Maintained	Academy	Locally Maintained	Academy	Locally Maintained	Academy
3	0	18	6	1	5	0	2

- Risks at inspection have been identified in the following areas:

  ✓ **Safeguarding compliance**- More complex guidance and changes to the rigour of inspection practice have led to some school's systems needing more detailed and robust recording
  School Effectiveness Team Mitigation: Significant support is ordinarily available for school leaders to ensure they are compliant and that a culture of safeguarding is in place. This has been further enhanced through additional assurance checks, direct advice and information sharing from HMI regional leads at Reading Headteachers meetings and additional signposting to training and system providers. Headteachers associations have identified some useful data management systems and are working with providers to explore group purchasing

- ✓ **Curriculum sequencing and implementation**- This is a significant new area of judgement in the more challenging framework and represents a change of leadership, from phase to subject in Primary schools. Subject knowledge can be weak in some areas depending on the staff cohort and the CPD needed to achieve excellence in all subject areas takes time to embed. Some smaller schools and those with recruitment and retention issues did not have the capacity to work with pace on this area through the pandemic and are still in the process of refining this work.

School Effectiveness Team Mitigation: School Effectiveness projects have been chosen based on the research and evidence that underpins the Inspection framework. The focus on School Effectiveness work in school and through system wide training over the last three years has been focused on this area. There is evidence in inspection of the impact of this work with schools either retaining good or outstanding in quality of education judgement.

- ✓ **Curriculum Quality for SEND.** This framework prioritises the quality of curriculum, ambition, and impact for SEND learners. Schools face a challenge in providing effective curriculum where, there is a significant volume and complexity of children with needs and or where there are children with complex needs who require specialist curriculum approaches. School leaders have identified increasing prevalence of SEND and complexity as significant risks to overall standards and staff recruitment and retention.

School Effectiveness Team Mitigation: According to research, curriculum quality is the lever for school improvement and impact for all vulnerable children. School Effectiveness projects to develop pedagogy prioritise teaching approaches that benefit this group. Specialist consultants have been commissioned to provide school to school support and the School Effectiveness Team have established an enhanced network of support through the Autism Education Trust hub. Work within the SEND strategy to develop additional specialist places is progressing well though more investment is needed to ensure there is enough advisory and school to school support to secure curriculum effectiveness for all children with an EHCP placed in mainstream school. Schools at risk are identified and supported through processes outlined in the School Effectiveness Framework.

Primary School Standards and Achievement 2021-2022

Early Years – Good level of Development

Table 5: EYFS outcomes trends in Reading between 2018 and 2022, compared to national benchmarks, for all children and by groups vulnerable to educational underperformance

EYFSP Attainment	Reading				National			
	2018	2019	2022*	Trend	2018	2019	2022*	Trend
At least the expected standard in all ELGs	69.0%	67.5%	62.5%		70%	71%	63%	
A Good Level of Development	71.1%	69.2%	63.9%		72%	72%	65%	
Average Point Score	34.1	34.1	30.8		34.6	34.6	31.0	

Good Level of Development		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
Gender	Male	63.1%	62.9%	61.3%		65%	66%	59%	
	Female	79.0%	75.3%	67.6%		78%	78%	72%	
	Gap	15.8%	12.4%	6.3%		14%	13%	13%	
Pupil Premium	FSM	58.7%	57.8%	53.6%		57%	57%	49%	
	Not FSM	73.3%	71.4%	69.0%		74%	74%	70%	
	Gap	14.7%	13.6%	15.4%		17%	18%	20%	
SEN	SEN	16.4%	21.8%	24.7%		24%	24%	19%	
	No SEN	78.2%	75.5%	69.4%		77%	77%	70%	
	Gap	61.9%	53.7%	44.7%		53%	53%	51%	
Children looked after	12 Months Continuous	80.0%	80.0%	67.0%		45%	47%	40%	
	Gap	-8.9%	-10.8%	-3.1%		25%	24%	23%	

- Following the pandemic, fewer children nationally achieved a good level of development at the end of reception, a downward trend in outcomes, though results are not directly comparable given the change in early years framework in 2021-22.

- Of the 45 settings and schools where children completed the EYFS, 40% achieved above the national average and 60% below. In Locally maintained schools this was slightly improved but only by 4%

- Though Reading schools still performed under the national average the gap between Reading and National attainment of the GLD reduced in this period. This suggests that the curriculum design and implementation work schools have undertaken with the support of School Effectiveness and the Early Years team, has begun to improve standards. Gaps to national are partly impacted by Readings large EAL population, which is well above the national average, however, English Speaking children also underperform even where data for children with SEND is removed from figures. BFfC teams will continue with early curriculum, language, and literacy approaches as there is evidence that these interventions are improving outcomes.

- 19 schools with historically below average GLD outcomes in communication and language were involved in the national Nuffield Early Language Initiative (NELI) in 2021-22. This research informed approach to intervention impacted best in schools where it was well implemented. Of the 19 schools taking part 47% (9/19) achieved GLD above national averages. Where standards team noted strong implementation schools achieved strong outcomes. This is a national initiative that will continue to be supported in Reading

- Concerns were identified with the quality of education in reception through assurance visits

in three schools. Specialist consultants from Early Excellence were commissioned to support, 2 of these schools did not achieve in line with national standards and are receiving support from the School Effectiveness Team

- Analysis shows that language and communication and literacy gaps remain a barrier for girls. Boys in Reading performed above national averages in all areas of the GLD with Locally maintained schools achieving 4% above national for the group across most measures. Outcomes for girls are significantly weaker with no clear pattern among groups to explain the gender difference. Trend data and longitudinal educational research would suggest that formal schooling adds more value for girls than boys in typical years and that the disruption of the pandemic has caused the significant downward trend for this group

- Children with FSM in Reading performed significantly better than their peers nationally. Though this still represents underperformance when compared to children not entitled to grant funding support. Research suggests that curriculum-based approaches are the most powerful intervention to raise the performance of this group which is why School Effectiveness Team support and challenge remains focused in this area

- Looked after children and children with SEND in Reading bucked the national trend and performed above national averages. This reflects the determined advocacy of the Virtual school, the high proportion of schools that remained open for children with vulnerabilities during the pandemic and the significant support provided to develop the quality of provision in SEND in the Early years. Primary schools in Reading have been supported to include children more successfully through; standards visits on curriculum design, projects such as Therapeutic Thinking and Autistic Education Trust training, school to school outreach and specialist consultant support in this academic year. Support has also been shared through the EYFS network facilitated by the EYFS team

Phonics

Table 6: Phonics outcomes trends in Reading between 2018 and 2022, compared to national benchmarks, for all children and by groups vulnerable to educational underperformance

Phonics Attainment		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
% Achieving expected standard	Yr 1	82.8%	83.0%	75.0%		82%	82%	75%	
	Yr 2 retest	63.0%	58.1%	56.4%		61%	56%	48%	
	End of Yr 2	91.9%	88.8%	87.0%		92%	91%	87%	

Year 1 - % Working at or Above		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
Gender	Male	78.3%	78.8%	72.0%		79%	78%	72%	
	Female	87.8%	87.1%	79.0%		86%	85%	79%	
	Gap	9.5%	8.3%	7.0%		7%	7%	7%	
Free School Meals	FSM	69.0%	70.6%	60.0%		70%	70%	62%	
	Not FSM	85.6%	85.0%	79.0%		84%	84%	79%	
	Gap	16.6%	14.4%	19.0%		14%	14%	17%	
English as an Additional Language	EAL	86.0%	83.7%	77.0%		82%	82%	75%	
	Not EAL	82.0%	83.0%	76.0%		83%	82%	76%	
	Gap	-4.0%	-0.7%	-1.0%		1%	0%	1%	
SEN	SEN	44.0%	43.0%	38.0%		44%	43%	38%	
	No SEN	88.0%	88.0%	82.0%		88%	88%	82%	
	Gap	44.0%	45.0%	44.0%		44%	45%	44%	
Children Looked After	12 Months Continuous	40.0%	50.0%			63%	64%		
attending in and out of borough schools	Gap	42.8%	33.0%			19%	18%		

- Research has identified that fluency in early reading is essential if children are to access the curriculum as they move through schools. As a result, this has been an area of focus within the School Effectiveness Team's work with schools over the last three years. In 2019 Reading phonics outcomes at the end of Year 1 were above national figures reflecting the secure teaching of phonics in most schools. In 2022 Reading phonics outcomes were in line with national averages indicating that Reading outcomes dropped more than national outcomes because of the pandemic. When children with SEND are removed from the figures Reading outcomes are above the national average.

- Year 2 retest figures are better than average further supporting the effectiveness of focused work in schools to support SEND

- In Locally maintained schools' overall outcomes were better than national averages (77.8% WA) representing a rate of decline in line with the national average. Work to support early reading and Phonics has been a driver for curriculum work in locally maintained schools and there is good evidence this has been successful.

- Gender differences in attainment track national averages as do those for SEND. In Locally maintained schools both groups perform well above the national average with 46.2% of SEND children attaining the standard and 76% of boys

- For children entitled to free school meals Reading has a gap to national, however attainment in Locally maintained schools is above the national average at 63.1%. School Effectiveness focus with schools has been to ensure that interventions to support the bottom attainers are rigorous, evidence informed, well implemented, and tracked weekly. Schools where this was not the case have received additional direct support and brokered support from local teaching school networks.

- 48% of Reading schools achieved above the National average for phonics (20/49). Of the 19 schools who performed below the national average only six were locally maintained schools and all were impacted by higher-than-average SEND or Mobility. In some of these schools outcomes were concerning in 2020-21 and interventions put in place by the School Effectiveness Team, and these schools reported improved outcomes in 2021-22.

Key Stage 1

Table 7: KS1 outcomes trends in Reading between 2018 and 2022, compared to national benchmarks, for all children and by groups vulnerable to educational underperformance

Key Stage 1 Attainment		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
Reading, Writing and Maths	Expected Level	64.2%	60.8%	49.2%		65%	65%	54%	
	Higher Standard	12%	10%	4%		12%	11%	6%	
Reading	Expected Level	75.6%	72.3%	64.0%		75%	75%	67%	
	Higher Standard	28.5%	24.0%	16.0%		26%	25%	18%	
Writing	Expected Level	67.7%	64.6%	52.0%		70%	69%	58%	
	Higher Standard	14.5%	12.5%	5.9%		16%	15%	8%	
Maths	Expected Level	75.9%	72.8%	65.4%		76%	76%	68%	
	Higher Standard	25.4%	22.9%	15.0%		22%	22%	15%	

Key Stage 1 Expected Level (Re,Wr,Ma)		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
Gender	Male	62.1%	54.1%	46.3%		60%	60%	49%	
	Female	66.3%	68.1%	52.4%		70%	70%	58%	
	Gap	4.2%	13.9%	6.1%		10%	10%	9%	
Disadvantaged	Disadvantaged	46.6%	45.3%	27.5%		50%	50%	37%	
	Not disadvantaged	68.7%	65.0%	54.5%		69%	69%	58%	
	Gap	22.1%	19.7%	27.0%		19%	19%	21%	
English as an Additional Language	EAL	67.5%	64.8%	51.7%		62%	64%	53%	
	Not EAL	62.4%	59.4%	49.0%		64%	65%	54%	
	Gap	-5.1%	-5.4%	-2.7%		2%	2%	1%	
SEN	SEN	18.5%	15.6%	13.3%		18%	19%	15%	
	No SEN	72.2%	70.3%	57.0%		73%	73%	61%	
	Gap	53.6%	54.6%	43.7%		55%	55%	46%	
Children Looked After attending in and out of borough schools	12 Months Continuous	66.7%	16.7%	18.0%		37%	38%		
	Gap	-2.5%	44.1%	31.2%		28.0%	26.9%		

- The Year 2 cohort had missed significant amounts of schooling because of the pandemic and the national trend has been one of significant decline in standards. Attainment gaps between Reading outcomes and National outcomes have increased following the pandemic. Attainment gaps in writing at the expected standard are particularly high, and this has impacted RWM (Reading, Writing and Maths Combined).

- Further analysis of gaps shows that high proportions of children with SEND and EAL beyond national averages accounts for some underperformance, however even with SEND figures removed Reading children still underperform in all areas and significantly so in writing.

- 44% of Reading schools (11/25) achieved above national averages for RWM. 66% (14/25) performed below national averages.

- School Effectiveness Officers have worked with Headteachers, and English curriculum leads to look at the reasons behind the results in writing. Curriculum sequencing for writing has been identified as an issue with children not being given sufficient time to master the components of early writing before moving on. Heads also reflected that their on-line offer did not develop writing as effectively for FSM entitled children with less help at home during periods of lockdown

- In Autumn 2022 Ofsted published its research and training for inspectors on improving curriculum effectiveness in English. This represents a significant shift away from composition-heavy schemes of work. Many Primary schools in Reading have focussed too early on

compositional writing. A pilot project has begun working alongside Whiteknights English Hub to address sequencing issues in curriculum design. Ofsted English training has been shared with Headteachers and schools with poor outcomes have been identified for English curriculum reviews. New approaches to curriculum are expected to improve outcomes in writing at KS1 in 2023-2024 data, though this will not be nationally reported from 2022-2023

- At the end of KS1, outcomes in reading and maths have declined by a similar proportion to the national decline. Schools are continuing to focus on ensuring that the curriculum for reading and maths is well-sequenced and breaks down learning into small enough components to enable pupils to build up their knowledge and understanding over time. Officers are confident that this is becoming better established in locally maintained schools and that curriculum adaptations have been made to accelerate the progress of this group in KS2

Key Stage 2

Table 8: KS2 outcomes trends in RWM at the expected standard in Reading between 2018 and 2022, compared to national benchmarks, for all children

Key Stage 2 Attainment		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022	Trend
Reading,Writing and Maths	Expected Level	60.0%	63.0%	53.7%		64%	65%	59%	
	Higher Standard	10.0%	9.7%	6.0%		10%	11%	7%	
Grammar, Punctuation and Spelling	Expected Level	77.0%	78.0%	69.7%		78%	78%	72%	
	Higher Standard	38.0%	36.0%	32.5%		34%	36%	28%	
Reading	Expected Level	73.0%	72.0%	72.5%		75%	73%	74%	
	Higher Standard	29.0%	27.0%	30.1%		28%	27%	28%	
Writing	Expected Level	74.0%	77.0%	62.6%		78%	78%	70%	
	Higher Standard	18.0%	17.1%	9.2%		20%	20%	13%	
Maths	Expected Level	71.0%	78.0%	67.8%		75%	79%	71%	
	Higher Standard	25.0%	27.0%	25.4%		24%	27%	22%	
Progress Score	Reading	-0.20	-0.40	0.27		0.00	0.00	0.00	
	Writing	-0.80	-0.60	-1.04		0.00	0.00	0.00	
	Maths	-0.50	-0.40	-0.05		0.00	0.00	0.00	

- National trends in attainment of RWM show a decline in standards following the pandemic. In Reading, standards at the expected level for RWM have declined at a greater rate than National Attainment because of significantly poor writing and maths outcomes.

- In reading, outcomes have increased at the expected standard and the higher standard. However, it remains below national attainment. Attainment at the higher standard is slightly above national (+0.3%). Though significant improvement has been achieved in terms of curriculum design, schools are being supported by the School Effectiveness Team to continue to develop their reading curriculum across all year groups so that it provides pupils with the knowledge they need to become strategic and fluent readers by the end of Year 6. Reading has been a strength in all Ofsted inspections to date even where outcomes were weak at KS2.

- Many pupils will enter Year 3 with significant gaps and schools need to ensure that pupils catch up as quickly as possible through continuing to teach high quality phonics to those

pupils who need it in KS2 and to give pupils enough practise to develop their fluency in reading. This has been monitored by the School Effectiveness Team.

- In Maths, schools have been supported through School Effectiveness activities and via the local teaching school hub to ensure that their maths curriculum is well-sequenced and is implemented effectively to address gaps in knowledge and understanding. To date this has not been a weak area in any Ofsted Inspection.

- Writing outcomes at the end of KS2 dropped considerably at the expected standards and the gap between Reading and national outcomes has widened further. This is likely impacted by a number of factors including the historic approach to writing locally, the high level of integrity demonstrated in local moderation procedures and the disproportionate impact of the pandemic on vulnerable groups. This is being addressed urgently by Headteachers and is a focus in most School Development Plans. The School Effectiveness Team has provided targeted support and training for all schools to ensure that the school's writing curriculum is well sequenced and builds up the pupils' knowledge and understanding particularly of compositional and grammatical aspects of writing. The team have signposted schools to the local teaching school hub, however, staffing issues in some schools have limited uptake of this offer and we are currently reviewing the impact schools with concerning outcomes in writing have achieved to date in improving this area.

- There was significant variance in performance across schools in Reading as outlined in the table below. Schools with cohorts with high numbers of SEND, significantly above the national average performed poorly with schools in relatively affluent areas with low proportions of children with SEN performing well. The lowest performing schools are receiving more targeted support; however, this has been the case historically and has in some areas failed to shift outcomes, though Ofsted grades have improved. Schools with historical attainment in line with or just below national standards are also not making significant improvements over time in outcomes. More effective school-to-school support and resourcing needs to be secured through the development of local and national partnerships and this is a priority area for development.

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Table 9: the proportion of children achieving the expected standard in reading, writing and mathematics (RWM) at the end of KS2, academic year 2021- 2022

Schools above national average	Schools below national average	Schools significantly below national averages

% Achieving EXP+ in RWM	Prior Attainment Band				All Pupils	
Name	**No**	**Low**	**Mid**	**High**	**Cohort**	**%**
Alfred Sutton	7	12	37	34	90	68%
All Saints Junior	5	5	11	3	24	83%
Battle	8	14	23	9	54	48%
Caversham Park	5	3	14	8	30	80%
Caversham	3	10	14	33	60	75%
Christ The King	6	12	14	9	41	41%
Churchend	1	9	23	25	58	72%
Civitas	9	7	12	10	38	74%
Coley	10	2	8	7	27	63%
Cranbury College		2	1		3	0%
E P Collier	8	8	8	7	31	55%
Emmer Green	2	14	18	26	60	65%
English Martyrs'	4	10	21	20	55	60%
Geoffrey Field Junior	2	16	35	37	90	54%
Katesgrove	30	13	26	18	87	44%
Manor	3	7	17	14	41	51%
Meadow Park	6	10	16	14	46	54%
Micklands	6	9	25	17	57	54%
Moorlands	5	15	23	17	60	48%
New Christ Church	9	5	13	4	31	45%
New Town	31	7	12	4	54	43%
Oxford Road	7	6	8	9	30	60%
Park Lane	1	8	29	15	53	42%
Ranikhet	2	2	12	5	21	43%
Redlands	3	2	16	9	30	67%
Southcote	2	16	38	33	89	45%
St Anne's Catholic	6	3	7	10	26	54%
St John's	9	8	24	10	51	63%
St Martin's	4	4	13	9	30	60%
St Mary and All Saints	5	14	23	5	47	38%
St Michael's	6	15	22	13	56	52%
Thames Valley Special	3	1	1	1	6	0%
Thameside	8	10	17	22	57	49%
The Avenue Special	1	19			20	0%
The Heights	3	4	11	32	50	72%
The Hill	5	5	28	22	60	73%
The Holy Brook	2	12	3	1	18	0%
The Palmer	12	9	24	15	60	43%
The Ridgeway	17	21	25	10	73	42%
Whitley Park	8	25	31	18	82	23%
Wilson	6	4	26	23	59	68%
Grand Total	270	378	729	578	1955	54%

Table 10: the top and bottom performing primary schools in Reading alongside vulnerable population % compared to national averages in the academic year 2021-2022

Significantly less contextual challenge than national		Significantly more contextual challenge than national		Contextual factors in line with national averages	

Weakest performing Schools	EAL variation to national %	Average IDACI/ pupil variation to national	SEND variation to national %	Mobility variation to national %	Deprivation variation to national %
1	+7.6%	+0.08	+13.3%	+2.5%	+16.4%
2	+11.7%	+0.07	+17%	+1.7%	+10.3%
3*	+49.3%	-0.04	-10.3%	+4.7%	-7.2%*
4	+3.2%	+0.04	+10.7%	+4.7%	+10.8%
5	+6%	+0.02	+16.4%	+5.4%	+17.9%
6	+26%	+0.04	+1.8%	+4.5%	+6.7%
7*	+30.3%	-0.05	+7.4%	+17.5%	-4.0%*
8	+7.0%	+0.03	+13.2%	+3.3%	+22.0%
9*	+48.6%	-0.05	-2.8%	+15.5%	-25%*

*These schools have high numbers of families who are new to the UK and not yet entitled or claiming benefits- this masks true deprivation levels

Strongest performing Schools	EAL variation to national %	Average IDACI/ pupil variation to national	SEND variation to national %	Mobility variation to national %	Deprivation variation to national %
1	-3.4%	-0.12	-3.9%	+1.1%	-22.5%
2	-12.8%	-0.13	-6.7%	-2.0%	-17.6%
3	-3.4%	-0.05	-9.4%	+5.8%	-9.5%
4	-15.6%	-0.15	-4.6%	-1.9%	-17.6%
5	-14.4%	-0.05	-2.0%	-1.0%	+0.2%
6	+3.9%	-0.04	-3.9%	-1.8%	-0.6%
7	-2.5%	-0.11	-3.7%	+2.1%	-15.5%
8*	+21.8%	-0.08	-2.5%	+0.1%	-1.8%
9	-9.2%	-0.09	-0.2%	+1.9%	-10.3%

- There is a variation in Reading schools in expertise and capacity to support children with SEND. System-wide work has begun to ensure that consistently strong practice for SEND is developed across all schools so that SEND children are supported to succeed in their local school rather than one with an existing large SEND population, and that families feel confident in their local school. This will reduce the pressure on certain schools and geographic areas
- Work through the SEND strategy and Schools Forum has identified how schools can be supported financially where they have higher complexity in cohorts.
- More work is needed to develop best practice through school-to-school support as outlined elsewhere in this report.

Outcomes for vulnerable groups at the end of KS2

- 5,086 of our LA's 21,152 pupils, eligible for Pupil Premium, are classified as disadvantaged, this is 24.0% of our cohort and slightly lower than the national average of 26.5%, however, the Reading cohort is more complex than the national picture with significantly more disadvantaged children having multiple vulnerabilities. 31.0% (1,576) of our disadvantaged pupils have SEND, 4.4% higher than the national figure. 47.3% are from global majority ethnic groups, 17.3% higher than the national average and 22.1% (1,125) of our disadvantaged pupils have a first language other than English, +3.5% higher than the national average. These groups make up most of our bottom 20% attainers across all Key Stage Headlines
- Nationally, gaps between disadvantaged and vulnerable children have widened post-pandemic. Performance across our schools reflects this with the bottom performing schools in all key stages having the highest cohorts of SEND, Disadvantaged and mobility and those with the highest performance having relatively low proportions of SEND, disadvantage and mobility
- The work of the School Effectiveness Team has been informed by the data picture for Reading schools and is based on longitudinal research drawn from Ofsted and The Education Endowment Foundation about what makes the most difference in raising standards for children vulnerable to academic underperformance. Support and challenge to schools therefore prioritises the development of:

- ✓ high quality, broad and balanced curriculum planning that outlines what children should, know, remember and be able to do at each key stage
- ✓ high-quality teaching as outlined in Rosenshine's principles of instruction
- ✓ Inclusive environments where all children thrive
- ✓ coproduction with parents to help secure ambitious outcomes for children with additional needs and vulnerabilities
- ✓ research-informed interventions to help children keep up and catch up where they fall behind that are expertly implemented and regularly evaluated for impact
- ✓ Effective and impactful approaches to improve attendance as children with poor attendance are unlikely to achieve well

Table 11: KS2 outcomes trends in Reading between 2018 and 2022, compared to national benchmarks, for all children and by groups vulnerable to educational underperformance

Key Stage 2 Expected level (Re, Wr, Ma)		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022	Trend
Gender	Male	54%	59%	53%		61%	60%	55%	
	Female	63%	65%	55%		69%	70%	63%	
	Gap	9%	6%	3%		8%	10%	9%	
Prior Attainment	High	97%	95%	75%		95%	95%	84%	
	Middle	50%	52%	63%		59%	58%	69%	
	Low	3%	6%	16%		7%	7%	20%	
Disadvantaged	Disadvantaged	40%	49%	33%		51%	51%	43%	
	Not disadvantaged	69%	69%	61%		71%	71%	63%	
	Gap	29%	20%	28%		20%	20%	20%	
SEN	SEN	22%	30%	17%		24%	25%	18%	
	No SEN	68%	71%	63%		74%	74%	68%	
	Gap	46%	41%	47%		50%	49%	50%	
Children Looked After attending in and out of borough schools	12 Months Continuous	46%	18%	31%		35%	37%		
	Gap	15%	45%	23%		29%	28%		

- Children vulnerable to poor academic performance in Reading schools, attained below their peers nationally in all measures bar Children Looked After and children with SEND whose performance mirrored national averages

- Further analysis shows that average outcomes for Children entitled to free school meals in locally maintained schools, are impacted by SEND. Figures for this group with SEND removed show performance above national averages for the group in reading (2% above National) and Maths (7.5% above national) Writing as with other groups is below averages reflecting curriculum weaknesses. Research suggests that the best approaches to raising attainment in this group focus on curriculum quality.

Table 12: The proportion of children attaining the expected standard in RWM at KS2 in each vulnerable group by Reading school academic year 2021-2022

Schools above national average	Schools below national average	Schools significantly below national averages

| % Achieving EXP+ in RWM | Prior Attainment Band | | | | All Pupils | | Ever6 FSM | | Sen Support | | EHCP | | Ever CSC | | BAME | | Blk Car Heritage | | EAL | |
Name	No	Low	Mid	High	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
Alfred Sutton	7	12	37	34	90	68%	22	64%	15	27%	2	0%	20	55%	65	65%	2	50%	44	70%
All Saints Junior	5	5	11	3	24	83%	3	67%	1	0%			2	50%	9	78%			2	100%
Battle	8	14	23	9	54	48%	14	14%	7	14%	1	0%	16	31%	19	53%	4	0%	33	58%
Caversham Park	5	3	14	8	30	80%	4	100%	2	0%	1	100%	6	83%	4	50%	1	0%	2	0%
Caversham	3	10	14	33	60	75%	3	0%	13	38%			9	56%	13	77%	1	0%	8	88%
Christ The King	6	12	14	9	41	41%	13	15%	11	27%	7	14%	13	23%	19	47%	3	0%	12	58%
Churchend	1	9	23	25	58	72%	16	38%	6	0%	2	0%	11	36%	32	84%	3	33%	21	90%
Civitas	9	7	12	10	38	74%	5	40%	5	20%			7	57%	26	77%	1	100%	30	77%
Coley	10	2	8	7	27	63%	7	29%	6	33%			8	38%	14	71%			15	80%
Cranbury College		2	1		3	0%	2	0%			3	0%	3	0%	1	0%	1	0%		
E P Collier	8	8	8	7	31	55%	5	0%	4	0%	5	0%	6	17%	22	73%	2	0%	18	67%
Emmer Green	2	14	18	26	60	65%	7	14%	6	0%	2	50%	9	56%	13	69%	1	0%	18	72%
English Martyrs'	4	10	21	20	55	60%	13	31%	10	10%	3	0%	19	37%	21	57%	2	50%	23	83%
Geoffrey Field Junior	2	16	35	37	90	54%	31	42%	14	14%	2	0%	31	45%	54	63%	4	50%	29	69%
Katesgrove	30	13	26	18	87	44%	17	18%	7	0%			21	33%	58	47%	7	14%	61	46%
Manor	3	7	17	14	41	51%	15	27%	6	33%	1	0%	15	33%	22	59%	3	67%	13	69%
Meadow Park	6	10	16	14	46	54%	21	48%	16	44%			18	39%	18	56%	3	67%	11	45%
Micklands	6	9	25	17	57	54%	17	29%	9	11%	1	0%	14	29%	15	53%	3	33%	9	67%
Moorlands	5	15	23	17	60	48%	25	40%	16	38%	2	0%	19	37%	14	64%	4	50%	6	83%
New Christ Church	9	5	13	4	31	45%	5	20%	6	0%			6	17%	21	43%	2	0%	14	50%
New Town	31	7	12	4	54	43%	8	0%	8	25%			12	25%	36	58%			33	48%
Oxford Road	7	6	8	9	30	60%	8	63%	4	0%	1	0%	8	50%	17	59%	4	75%	9	67%
Park Lane	1	8	29	15	53	42%	14	21%	9	22%	2	50%	23	22%	12	42%	6	17%	4	75%
Ranikhet	2	2	12	5	21	43%	17	41%	4	50%			11	45%	10	40%	4	0%	9	44%
Redlands	3	2	16	9	30	67%	8	88%	5	60%			9	89%	21	67%			17	71%
Southcote	2	16	38	33	89	45%	16	25%	4	0%	3	0%	17	12%	38	47%	4	50%	25	48%
St Anne's Catholic	6	3	7	10	26	54%	9	33%	3	0%			10	30%	11	64%	1	0%	7	71%
St John's	9	8	24	10	51	63%	9	22%	11	18%	2	50%	13	38%	45	60%	2	100%	35	60%
St Martin's	4	4	13	9	30	60%	2	50%	3	0%	2	0%	3	33%	14	50%			8	13%
St Mary and All Saints	5	14	23	5	47	38%	20	25%	9	0%	1	100%	19	26%	22	36%	6	33%	20	45%
St Michael's	6	15	22	13	56	52%	20	45%	11	18%	3	0%	23	52%	24	58%	6	50%	20	70%
Thames Valley Special	3	1	1	1	6	0%	2	0%	1	0%	5	0%							1	0%
Thameside	8	10	17	22	57	49%	9	33%	9	22%	4	0%	11	18%	18	50%	1	0%	13	54%
The Avenue Special	1	19			20	0%	13	0%			18	0%	15	0%	6	0%	1	0%	8	0%
The Heights	3	4	11	32	50	72%	3	33%	5	40%	1	0%	4	50%	8	88%			4	75%
The Hill	5	5	28	22	60	73%	6	33%	9	33%			5	60%	12	67%	2	0%	9	67%
The Holy Brook	2	12	3	1	18	0%	12	0%			18	0%	11	0%	5	0%	1	0%		
The Palmer	12	9	24	15	60	43%	22	41%	8	13%	1	0%	22	41%	41	46%	2	50%	31	55%
The Ridgeway	17	21	25	10	73	42%	22	32%	14	7%	3	0%	23	35%	32	50%	3	33%	21	52%
Whitley Park	8	25	31	18	82	23%	39	21%	15	0%	3	0%	38	16%	37	27%	14	29%	23	22%
Wilson	6	4	26	23	59	68%	18	61%	7	29%	1	0%	15	40%	28	79%	3	67%	21	71%
Grand Total	270	378	729	578	1955	54%	522	33%	299	20%	100	6%	545	34%	897	57%	107	33%	687	60%

- The performance of schools for bilingual children categorised as EAL is strong and reflects the success of long-term projects to support language and communication in schools. This group perform above national averages in the majority of schools

- Analysis of outcomes by pupil ethnicity has revealed that children with Black Caribbean Heritage are underperforming in Reading Primary schools; this data is captured in the table above. This issue persists in the data where children with SEND are removed. At a school level there is a pattern where a small number of children in this cohort, miss the expected

standards by between 1 and 5 marks. This raises questions about the identification and support of underperforming children in this group and the potential impact of institutional discrimination.

- This group's outcomes have been poor historically and are one of the drivers for the Anti-Racist project undertaken by the School Effectiveness Team. Since 2021 this has focused on training for schools to improve racial literacy and consider representation in both curriculum and staffing. 30% of schools have accessed training to date including 50% of the schools with poor outcomes for this group. The impact of this work is currently under review, to identify how more schools can be encouraged to take up training

- Children with or who have ever had a social worker (Ever CSC) underperform compared to their peers in most schools though there is significant variation by school. This data has recently been added to the data set and will support discussions with the Virtual school going forward to identify further support and challenge to schools to improve outcomes.

- Data on the performance of groups by major ethnicity group is set out below. The under performance by the major ethnicity groups is driven by the data regarding pupils of BCH set out above.

Table 13: Outcomes in attainment at the end of KS2, RWM expected standard by major ethnicity groups in Reading Schools compared to National benchmarks academic year 2021-2022

Major Ethnicity Group	% Attaining expected standard at KS2 (RWM) England 2021-22	% Attaining expected standard at KS2 (RWM) Reading 2021-22	Gap to National %
All	59	55	-4
Asian	66	69	+3
Black	59	46	-13
Mixed All	61	51	-10
White	58	53	-5

Table 14: The proportion of children attaining the expected standard in RWM at KS2 where they have multiple vulnerabilities by Reading school academic year 2021-2022

- The table below shows outcomes in RWM at the expected standard for children with multiple vulnerabilities. The column labelled Venn 1 shows the proportion of children included in every vulnerability group including EHCP who achieved the expected standard by school. Overall, no child in this group achieved the expected standard in RWM.

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Schools above national average	Schools below national average	Schools significantly below national averages

% Achieving EXP+ in RWM	Prior Attainment Band				All Pupils		Venn 1		Venn 2		Venn 3		Venn 4	
Name	No	Low	Mid	High	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
Alfred Sutton	7	12	37	34	90	68%			6	0%	5	80%	14	86%
All Saints Junior	5	5	11	3	24	83%			0		0		3	67%
Battle	8	14	23	9	54	48%	1	0%	3	0%	4	25%	10	20%
Caversham Park	5	3	14	8	30	80%			0		3	100%	4	100%
Caversham	3	10	14	33	60	75%			2	0%	0		0	
Christ The King	6	12	14	9	41	41%	1	0%	4	0%	2	0%	5	20%
Churchend	1	9	23	25	58	72%			4	0%	5	40%	11	55%
Civitas	9	7	12	10	38	74%			2	0%	1	100%	2	100%
Coley	10	2	8	7	27	63%			5	20%	1	100%	2	50%
Cranbury College		2	1		3	0%	2	0%	0		0		0	
E P Collier	8	8	8	7	31	55%	2	0%	2	0%	0		0	
Emmer Green	2	14	18	26	60	65%			2	0%	1	100%	4	25%
English Martyrs'	4	10	21	20	55	60%	3	0%	2	0%	4	75%	6	67%
Geoffrey Field Junior	2	16	35	37	90	54%			6	0%	15	53%	21	57%
Katesgrove	30	13	26	18	87	44%			1	0%	11	27%	16	19%
Manor	3	7	17	14	41	51%	1	0%	2	0%	10	30%	11	27%
Meadow Park	6	10	16	14	46	54%			6	0%	7	43%	12	58%
Micklands	6	9	25	17	57	54%	1	0%	4	0%	7	29%	12	42%
Moorlands	5	15	23	17	60	48%			6	17%	6	50%	15	53%
New Christ Church	9	5	13	4	31	45%			4	0%	1	100%	1	100%
New Town	31	7	12	4	54	43%			3	0%	3	0%	4	0%
Oxford Road	7	6	8	9	30	60%	1	0%	1	0%	2	50%	6	83%
Park Lane	1	8	29	15	53	42%	1	0%	3	0%	6	17%	9	22%
Ranikhet	2	2	12	5	21	43%			3	33%	6	50%	14	43%
Redlands	3	2	16	9	30	67%			0		5	100%	8	88%
Southcote	2	16	38	33	89	45%	1	0%	1	0%	6	33%	14	29%
St Anne's Catholic	6	3	7	10	26	54%			0		6	17%	9	33%
St John's	9	8	24	10	51	63%			4	25%	2	50%	3	33%
St Martin's	4	4	13	9	30	60%			0		2	50%	2	50%
St Mary and All Saints	5	14	23	5	47	38%			3	0%	7	0%	17	29%
St Michael's	6	15	22	13	56	52%	1	0%	4	25%	7	71%	13	62%
Thames Valley Special	3	1	1	1	6	0%			0		0		0	
Thameside	8	10	17	22	57	49%	1	0%	0		5	20%	6	33%
The Avenue Special	1	19			20	0%	10	0%	0		0		0	
The Heights	3	4	11	32	50	72%			0		2	50%	3	33%
The Hill	5	5	28	22	60	73%			0		2	0%	4	50%
The Holy Brook	2	12	3	1	18	0%	8	0%	0		0		0	
The Palmer	12	9	24	15	60	43%			2	0%	9	33%	17	47%
The Ridgeway	17	21	25	10	73	42%			3	0%	11	45%	16	44%
Whitley Park	8	25	31	18	82	23%	2	0%	8	0%	17	24%	28	29%
Wilson	6	4	26	23	59	68%	1	0%	3	33%	5	60%	13	77%
Grand Total	270	378	729	578	1955	54%	37	0%	99	6%	186	41%	135	46%

- Venn 2 shows the shows the proportion of children included in every vulnerability group except EHCP who achieved the expected standard by school. This includes children receiving SEND support. Only 6% of this group achieved the expected standard

- Venn 3 shows the shows the proportion of children included in every vulnerability group except SEND EHCP and SEND Support who achieved the expected standard by school. These children should achieve in line with their peers as there should not be any academic impairment to their achievement. 41% of this group achieved the expected standard, lower than the local average, however, there is significant variation in the performance of individual

schools within this group.

- Venn four shows the proportion of children entitled to Free School Meals also included in every vulnerability group except SEND who achieved the expected standard by school. These children should achieve in line with their peers as there should not be any academic impairment to their achievement. 46% of this group achieved the expected standard, lower than the local average, however, there is significant variation in the performance of individual schools within this group.

- Where schools have been identified with weaker performance in Venn groups 3 and 4, School Effectiveness Officers have discussed with school leaders in Autumn Standards meetings and will review the impact of grant funding spending with leaders in summer term visits

- Vulnerable children's outcomes are a driver in all Education Service work and outcomes data informs the SEND strategy, School Effectiveness projects, Extended Virtual School role and the work of the Education Partnership Board

Secondary School Standards and Achievement 2021-2022

Key Stage 4

- The headline measures of secondary school performance are student progress (Progress 8) and attainment (Attainment 8) in eight GCSE subjects. Attainment 8 measures the performance of students across eight qualifications including mathematics (double weighted) and English (double weighted), three other subjects that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications approved by the DfE. The revised GCSEs are graded 9 to 1. Grade 9 is the highest grade; Grade 5 is a strong pass and Grade 4 is a standard pass.

- Only one secondary school is locally maintained, therefore, the School Effectiveness Team have less influence on schools. The process for raising concerns about academy school standards is outlined in the School Effectiveness framework

Table 15: KS4 Headline outcomes trends at the in Reading between 2018 and 2022, compared to national benchmarks, for all children

KS4 Attainment	Reading				National State Funded			
	2020	2021	2022	Trend	2020	2021	2022	Trend
Pupils Achieving 4+ in English and Maths	74.4%	73.2%	66.9%		71.2%	72.2%	68.8%	
Pupils Achieving 5+ in English and Maths	54.3%	57.2%	51.3%		49.9%	51.9%	49.8%	
English Baccalaureate	34.6%	32.4%	33.4%		29.8%	29.5%	26.8%	
% entered English Baccalaureate	39.3%	37.0%	41.3%		39.8%	38.7%	38.8%	
English Baccalaureate Avg Point Score	4.81	4.87	4.67		4.38	4.45	4.28	
Attainment 8 Score per pupil	54	55.4	51.9		50.2	50.9	48.7	
Progress 8 Score per pupil			-0.09				0.00	

- Headline KS4 outcomes for Reading remain in line with or above national averages in all measures bar Progress 8, which was slightly below average this year

- Averages are impacted by the significantly strong performance of the two local selective grammar schools.

- Overall standards in Reading declined more than the national rate of decline following the pandemic reflecting the picture across all key stages

- Entry for the EBACC improved in 2021-22 bucking the national trend and reflecting the quality of curriculum offered by schools locally.

Table 16: KS4 attainment (A8) outcome trends in Reading schools between 2018 and 2022, compared to national benchmarks, for all children and groups vulnerable to educational underperformance

KS4 Attainment 8		Reading				National State Funded			
		2020	2021	2022	Trend	2020	2021	2022	Trend
Gender	Male	50.8	53.2	49.9		47.4	48.3	46.2	
	Female	57.8	58.0	54.1		50.2	53.9	51.3	
	Gap	7.0	4.8	4.2		2.8	5.6	5.1	
Disadvantaged	Disadvantaged	37.8	40.4	34.8		40.2	40.3	37.6	
	Not disadvantaged	58.9	60.0	56.1		53.7	54.7	52.8	
	Gap	21.1	19.6	21.3		13.5	14.4	15.2	
SEN	SEN	33.5	31.8	29.8		30.7	31.1	29.3	
	No SEN	57.8	60.3	56.2		53.7	54.5	52.4	
	Gap	24.3	28.5	26.4		23.0	23.4	23.1	
Children Looked After attending in and out of borough schools	12 Months Continuous	14.8	28.7	26.4		21.3	23.2		
	Gap	54.0	26.7	25.5		28.9	27.7		

- Trends in the performance of vulnerable groups follow national trends with disadvantaged children being most impacted by the pandemic. Reading's gap continues to be larger than national because of higher attainment for non-disadvantaged children and weaker performance of disadvantaged children. The gap in Reading increased at a greater rate than nationally.

- Further analysis shows that disadvantaged children without SEND also achieve below national averages for the group and crucially underperform in attaining GCSE including English and Maths at grade 5+, National attainment for the group is 36.6% and only 27.9% in Reading.

- The Ofsted Education Inspection Framework (EIF) is driving school leader focus on curriculum quality as a driver for raising the attainment of this group. Scrutiny of pupil Premium statements shows the use of grant funding in line with research informed practice and national expectation across schools, however, year on year impact of spending is less easy to see in terms of pupil outcomes at school level

Table 17: KS4 Attainment (A8) score achieved for each vulnerable group by Reading school academic year 2021-2022

Schools above national average	Schools below national average	Schools significantly below national averages

| Attainment 8 | Prior Attainment Band | | | | All Pupils | | Ever6 FSM | | Sen Support | | EHCP | | Ever CSC | | BAME | | Blk Car Heritage | | EAL | | Venn[1] | |
Name	No	Low	Mid	High	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score
Blessed Hugh Faringdon	13	41	75	25	154	49.0	23	41.5	25	29.4	6	44.8	56	44.7	118	48.1	13	38.7	63	47.1		
Hamilton	6	3	2		11	4.3	9	4.7			11	4.3	8	3.8	2	6.0	1	0.0			7	4.3
Highdown	25	27	125	63	240	51.9	17	34.9	35	36.4	2	23.1	61	42.1	84	51.1	5	34.4	44	54.1	1	18.3
John Madejski Academy	9	26	30	4	69	40.8	28	31.7	7	25.1			35	33.9	28	37.4	6	27.5	13	45.3		
Kendrick	11		1	87	99	86.6	2	88.0	2	77.0			2	87.5	75	86.4			32	85.8		
King's Academy Prospect	16	55	53	15	139	36.8	54	31.6	27	35.7	5	5.4	67	31.9	82	36.5	12	28.2	46	39.8	2	9.0
Maiden Erlegh Reading	27	47	70	36	180	50.8	45	44.2	20	41.5	1	9.0	58	46.2	149	49.4	6	40.8	94	51.7		
Reading Girls'	17	17	28	11	73	55.9	12	55.5	7	37.8			23	47.5	50	58.5	1	28.5	40	57.3		
Reading	20		3	125	148	82.6	5	86.0	3	75.7			3	81.3	100	82.1			66	82.7		
Thames Valley		3	1	1	5	15.6	3	7.0			5	15.6	1	6.0	1	16.0					1	6.0
The Avenue Special		15			15	0.0	8	0.0			15	0.0	12	0.0	4	0.0			2	0.0	7	0.0
The WREN	14	62	75	14	165	39.0	47	31.6	19	25.7	4	10.3	67	30.0	80	43.0	16	34.2	52	43.8	2	11.5
UTC Reading	12	14	78	20	124	42.7	27	32.3	36	33.1	2	38.5	24	28.1	60	47.1	5	30.0	16	51.3		
Grand Total	170	310	541	401	1422	51.9	280	35.1	181	34.8	51	11.7	417	36.7	833	54.4	65	33.1	468	56.0	20	4.8

[1] Venn children = EHCP+ever CSC+ Ever6

- 60% of mainstream schools achieved attainment (A8) above the national average and 50% achieved positive average progress (P8). Blessed Hugh Farringdon achieved strong results given their size (a small school), relative cohort complexity and difficulty recruiting in core subjects. The school has worked with the School Effectiveness Team to improve curriculum and safeguarding this year and is part of projects to secure effective teaching pedagogy. Children with EHCPs, particularly those in the school's specialist autism base achieve well

Table 18: KS4 Progress (P8) score achieved for each vulnerable group by Reading school academic year 2021-2022

Schools above national average	Schools below national average	Schools significantly below national averages

| Progress 8 | Prior Attainment Band | | | | All Pupils | | Ever6 FSM | | Sen Support | | EHCP | | Ever CSC | | BAME | | Blk Car Heritage | | EAL | | Venn[1] | |
Name	No	Low	Mid	High	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score
Blessed Hugh Faringdon	13	41	75	25	154	0.2	23	-0.1	25	-0.4	6	-0.1	56	-0.1	118	0.3	13	-0.4	63	0.6		
Hamilton	6	3	2		11	-3.0	9	-3.1			11	-3.0	8	-3.4	2		1				7	-3.4
Highdown	25	27	125	63	240	-0.2	17	-1.5	35	-1.1	2	-2.8	61	-0.9	84	-0.2	5	-1.4	44	0.4	1	-2.9
John Madejski Academy	9	26	30	4	69	-0.2	28	-0.7	7	-0.9			35	-0.6	28	0.0	6	-0.7	13	0.7		
Kendrick	11		1	87	99	0.9	2	0.9	2	0.4			2	1.1	75	0.9			32	0.9		
King's Academy Prospect	16	55	53	15	139	-0.7	54	-1.0	27	-1.0	5	-1.3	67	-0.9	82	-0.5	12	-1.3	46	0.0	2	-1.0
Maiden Erlegh Reading	27	47	70	36	180	0.2	45	0.0	20	-0.2	1	-1.0	58	0.0	149	0.3	6	-0.6	94	0.5		
Reading Girls'	17	17	28	11	73	0.8	12	0.3	7	-0.2			23	0.4	50	1.0	1	-1.7	40	1.1		
Reading	20		3	125	148	0.7	5	0.7	3	0.3			3	1.4	100	0.7			66	0.6		
Thames Valley		3	1	1	5	-2.2	3	-1.6			5	-2.2	1	-1.8	1	-5.3					1	-1.8
The Avenue Special		15			15	-1.9	8	-1.9			15	-1.9	12	-1.9	4	-1.9			2	-1.9	7	-1.9
The WREN	14	62	75	14	165	-0.8	47	-0.9	19	-1.3	4	-1.9	67	-1.2	80	-0.5	16	-1.0	52	-0.3	2	-1.9
UTC Reading	12	14	78	20	124	-0.8	27	-1.4	36	-1.2	2	-0.6	24	-1.9	60	-0.6	5	-2.5	16	-0.2		
Grand Total	170	310	541	401	1422	-0.1	280	-0.7	181	-0.9	51	-1.7	417	-0.7	833	0.2	65	-1.0	468	0.4	20	-2.0

[1] Venn children = EHCP+ever CSC+ Ever6

- Bilingual children achieve well and make strong progress in the majority of schools

- There is significant variation in the attainment and progress of children with EHCPS and SEND support across schools and numbers appear very low in JMA and Reading Girls

- Children with a social worker are more vulnerable to underperformance in schools where overall outcomes are weaker and where they are placed in a special school

- As seen in Primary outcomes there is a gap in attainment and progress for children of Black Caribbean heritage. Three schools to date from the secondary sector have taken up Anti-Racist training: Blessed Hugh Farringdon, Kendrick, and Reading School.

- In the tables above Venn1 represents the performance of children with vulnerabilities in all groups. Children in this group include children with EHCPs

School Effectiveness Planning 2022-2025

The following reflections have informed our School Effectiveness planning and priorities:

- Though the quality of Reading schools continues to improve, as identified by improvements in Ofsted outcomes over time, and the School Effectiveness and wider Education teams have been successful in supporting school leaders to improve overall effectiveness, the pandemic has significantly impacted children in Reading. Children's outcomes in 2022/23 were weaker in Reading than in other areas nationally. Gaps persist and have worsened for children vulnerable to educational underperformance and children with multiple vulnerabilities are particularly at risk.

- Variation in outcomes for vulnerable pupils indicates that school effectiveness particularly impacts vulnerable groups. Effectiveness action needs to continue to prioritise work in schools causing concern.

- A range of factors have been identified as impacting on the ability of schools to improve attainment. Recruitment and retention of teaching staff is leading to pressure in a number of schools. A Borough wide approach to recruitment and retention is to be considered through the Education Partnership Board in 2023.

- Schools in Reading are under increasing pressure given the challenges relating to increasing number of pupils with SEND, insufficient specialist SEND school places. Therapeutic thinking in schools has supported many schools to develop their inclusive practice, however more specialist skills and capacity is needed to support the number of children with SEND in mainstream schools. Focused work to improve sufficiency of specialist SEND capacity and provision is a key priority, as is the work with schools to explore recruitment and retention of teaching staff across the Borough.

- There is not a high enough take up as of yet of our evidenced intervention programmes. Leadership capacity particularly at primary needs to be secured to support priority programmes.

- School led improvement and school to school support require rapid development to support school leaders to meet the challenges they face and significantly improve outcomes at KS2, particularly for vulnerable children. The Education Partnership Board, commencing it's work in March 2023, will be key in developing local school to school support.

The following priorities have been previously identified for 2022-2025

  o Targeting of intervention and support to raise standards and progress of pupils at schools with the poorest results, informed by an increasingly sophisticated understanding of inequalities outcomes for disadvantaged groups.
  o Improving governor capacity, skills and oversight to enhance support and challenge

    This first annual report has identified additional priorities to be implemented from 2023:

  o Developing school leadership capacity through school organisation and school-to school support and challenge through the Education Partnership Board.
  o Promotion of positive wellbeing for school leaders and school staff
  o Developing a Borough-wide school leader and teaching staff recruitment and retention strategy

These improvement priorities are reflected within the Brighter Futures for Children Business Plan Priority 4: *influencing and supporting education settings to offer high quality inclusive teaching and learning, to support achievement for all.*